

Teacher's Directives Speech Acts in Teaching-Learning Interactions: Classroom Discourse Analysis

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Abstract

Students' responses to the teacher's directive speech act are often not in line with expectations because they do not pay attention to the social context, interactional context and individual agency. The objectives of this research are: to describe the social context dimensions, the interactional context dimensions, and the individual agency on teacher's directive speech act in teaching – learning interactions. This research uses a qualitative description approach and theoretical approach to classroom discourse analysis (Rymes). There is a variety of social distance (familiarity), teacher's high social status, interaction formalities situation, and the dominance of affective and referential functions in teacher's directive speech acts. Teacher's directive speech acts bring predictable, unpredictable interactivity, and create new contexts. Teacher's directive speech acts can show ability master in subject matter, the ability to delivery subject matter, and ability to interaction. The results of this research can be used as a reference in linguistic research and interaction in teaching and learning activities.

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INTRODUCTION

Teaching and learning interaction activities can be effective if teacher have the ability to communicate, socialize, motivate, negotiate, implement regulations, and time management. This is consistent with the role and function of teachers, including teachers functioning as informers, educators, managers, facilitators, dynamicators, motivators, mediators, innovators, and evaluators (Suparlan, 2006; Husin, 1995; Sardiman, 2016).

Teaching and learning interaction activities always run dynamically. Teacher often face barriers to communication in teaching and learning interactions. One type of behavior that can interfere the interaction of teaching and learning is the way and speech in giving instructions (Sanjaya, 2008). Submission of teacher instructions can be realized through directive speech acts. Directive is speech acts to order as a form of expression of the attitude of the speaker to the actions that will be done by the speech partner to do something (Ibrahim, 1993; Yule, 2014).

Classroom discourse analysis is an approach that is considered capable enough to unravel the problem of language use in teaching and learning interactions. Through classroom discourse analysis can be known the characteristics of teacher's speech acts. Through classroom discourse analysis, it can be seen that the interaction of learning takes place dynamically, pleasantly, and describes involvement, or even monotonous, annoying, even boring (Arief, 2015). Classroom discourse analysis also provides a method to learn how to communicate various languages of teacher and students (Rymes, 2016).

The directive speech act research entitled "Tindak Tuter Direktif dalam Wacana Novel Trilogi Karya Agustinus Wibowo" was conducted by Yuliarti, and Rustono (2015). The difference with this research is the analysis used. This research not only used pragmatic studies but also used classroom discourse analysis.

Veysi (2015) developed a research entitled "The Communicative Function of Intonation

Processing in English and Persian-Perception of Implicit Directive Messages". Veysi's research described the communication function and perception of directive messages, while this research was to analyze directive speech acts with classroom discourse analysis.

Domalewska's research (2015) entitled "Classroom Discourse Analysis in EFL Elementary Lessons" describes the pattern of interaction in elementary school, while this research describes the social context, interactional context, and individual agency of the teacher's speech act in high schools.

The research entitled "Tindak Tuter Ekspresif Humanis dalam Interaksi Pembelajaran di SMA Negeri 1 Batang: Analisis Wacana Kelas" by Ariyanti and Zulaeha (2018) used Rymes classroom discourse analysis. The difference with this research is that Ariyanti, and Zulaeha describes humanistic expressive speech acts, while this research is a teacher's directives speech act.

The purpose of this research was to describe the social context, to describe the interactional context, and to describe *individual agencies* based on teacher's directive speech acts in teaching and learning interactions in SMA Negeri 1 Wirosari.

The benefits of this research are that teacher can find out the social, interactional and individual agency contexts that color the directive's speech actions. Teacher can also manage their directive speech acts so that they are more effective.

METHODS

The approach used in this research is a theoretical approach and methodological approach. The theoretical approach used is Rymes classroom discourse analysis which includes dimensions of social context, dimensions of interactional context, and individual agency. These three dimensions will describe the function and use of language. The methodological approach that will be used is a qualitative descriptive approach.

The source of the data in this research is the teacher's speech in the teaching-learning interaction at SMA Negeri 1 Wirosari. In research, the data source that will be used is the speech of teacher with various social and educational backgrounds.

The data of this research are the teacher's speech acts in SMA Negeri 1 Wirosari. The data is obtained by referring to the *simak* (listen) method and recording techniques. *Simak* method is a method that is done by listening. Data obtained from recordings are then recorded in text so that data is physically documented and visualized, making it easier to analyze. The data analysis method used in the *padan* method is the method used in an effort to find rules in the data analysis stage, which are outside, detached and not part of the relevant language (Sudaryanto, 1993).

The *padan* (matching) method used in this research is a pragmatic equivalent method, namely the speech partner as a determinant. Then proceed with the basic techniques, namely *pilah unsur penentu* (the determining element) to determine the social context dimensions, interactional context dimensions, and individual agency based on the realization of the teacher's directive speech acts in managing teaching-learning interactions.

RESULTS AND DISCUSSION

Realization of the teacher's directive speech acts is a reflection of the social context dimensions, interactional context dimensions, and individual agency.

Social Context Dimensions

The different contexts can lead to different functions of discourse and various languages teacher.

Discourse Functions Differently Across Different Contexts

A speech act has a different discourse function because of different social backgrounds.

(1) Context: Teacher will explain the material on the blackboard, but the markers that will be used have finished inking so they cannot be used.

Pendidik : Ini spidol cuma ini?
Peserta didik : Iya (simultaneously).
Sampai mati Bu!

The context behind the directive speech act "Ini spidol cuma ini?" proves the difference in speech act functions. The difference in function is to *asking* number of markers available and *ask* students to prepare markers that are still functioning. This is consistent with the opinion that the context makes a discourse will get its meaning and obtain its function. Context is situation behind the occurrence of a communication. Therefore, knowledge is needed about the function of each speech that exists to understand a discourse (Setiawan, 2014; Purbani, 2015).

Discourse Functions Differently in Different Classroom Events

The social aspects on teacher's directive speech acts discourse function in managing learning-teaching interactions are social distance, social status, formality and affective and referential functions.

Social Distance

Social distance that influences the teacher's directive speech acts in teaching-learning interactions in the classroom includes several levels, namely very close relationships, close relationships, quite distant relationships, and very distant relationships.

Relationship Distance is Very Close

The closeness of the relationship between speakers and speech partners can be identified through the form of speech acts, speech partner responses, and psychological background.

(2) Context: Teacher's convince students that the exercises must be done.

Pendidik : *Digarap!*
Kamu pilih mengerjakan soal atau kamu yang saya *garap?*

Peserta didik : Ini saya ngerjain soal Bu!

Teacher rule by asking students to clarify whether they want to do the exercise or not. This is consistent with the opinion of Fahmi, and Rustono (2018) and Eemeran (2007) that directive speech acts have clarification prototypes.

The form of direct directive speech acts with less formal language, namely the existence of working words, and the response that appears shows the relationship between teacher and students is very close.

Relationship Distance is Close Enough

Choosing language by paying attention to the principle of courtesy can make the relationship between speakers and partners speak more closely.

(3) Context: Teacher ordered students to distribute LKS (Student worksheet) previously collected.

Pendidik : Saya minta tolong semua untuk tenang dan LKS dibagi!

Peserta didik : (dividing LKS).

Speakers use the word *tolong* (help) as a form of politeness so that the speech partner accepts it more. This choice of direct form and politeness shows that social relations between speakers and speech partners is close enough. This is consistent with Duhita's (2018) that teacher in implementing interactions during learning has been showing the principle of politeness.

Relationship Distance is Far Enough

The Relationship between speakers and speech partners is categorized far enough that they can be identified through the choice of speech acts, ie indirect forms and lack of speakers paying attention to the principle of courtesy.

(4) Context: Teacher give assignments to students at previous meetings, teacher ask students whether the assignments previously given have been done or not yet.

Pendidik : Siapa yang tidak mengerjakan sama sekali?

Peserta didik : (Students who do not work at all point fingers)

Speakers have the intention of *interrogating* speech partners so that those who do not do the assignment immediately confess. This is done by speakers as teacher's control to discipline and honesty of speech partners. This is in accordance with Duhita (2018) that through speech acts, teachers shape students' character based on principles religious, tolerance, discipline, hard work, creativity, curiosity, motivation, approval, friendly, peaceful service, being educated, community aware, and Responsibility. Speakers using formal language, direct form and functions *interrogation* indicate that the relationships is far enough.

Relationships Distance is Very Far

(5) Context: Teacher feel disappointed/ concerned over the condition of student for any given question, the students remained silent. Silence of students is considered by teacher that students do not understand the material presented.

Pendidik : *E lae wis disinauni biyen arep ujian kok gak mudeng-mudenga.*

Peserta didik : (silent).

Speakers use Javanese (code switching) not as a sign of closeness, but as a high emotional form. The low level of directive speech acts in conversation (5) and the passive response of students shows that the distance between the participants is very far. Responses appear in accordance with the opinion that the greater the social distance and the lack of willingness to engage in social contact (Katz, 1974).

Social Status

Based on Social structure and supremacy of power (authority) in schools, speakers are teacher, of course, the higher the status of the speech partners who are students. This is reflected in the directive's speech actions.

(6) Context: Students debate with each other.

Teacher advise students not to respond again
Pendidik : Sudah, diam saja!

Peserta didik : (silent).

Suggestions for ending disputes and silent responses (according to the speakers' intent) are the forms of authority that speakers have. The high authority (power) of the speaker makes it possible to condition the class, so that teaching and learning activities can begin immediately. The power of the speaker shows that the social status of the speaker is higher than the speech partner. The practice of the emergence of this educational authority is functioned as a disciplinary regulator and as a material provider (Stubbs, 1983; Nurhayati, 2010; Ardianto, 2013).

Formalities

There are two kinds of situations in the conversation, namely the formal situation and the informal situation.

Formal Situation

Interaction in formal situations can be known through the formality or standard of language used by participants in a speech event.

(7) Context: Students work on questions. Teacher ask one group to work on questions in front of
Pendidik : Coba salah satu kelompok bisa untuk maju!

Peserta didik : Bembeng, Pak!

The politeness of the teacher's directive speech in conversation (7) can also be seen from the speech politeness, using the word *coba* (try), that is spoken by the speaker to the speech partner. The language and formality of the language used by the speaker shows that the interaction is in a formal situation. This is in accordance with Holmes's opinion in Rusminto (2010) which states that formal situations in speech events will bring participants to use standard language.

Informal Situation

The use of non-standard language variations can make interactions in informal situations.

(8) Context: Students don't immediately work on exercise even though the time provided is more than enough.

Pendidik : Ayo Hendrik, cepat maju, Hendrik!!
Selak wektune entek lho.

Peserta didik : (forced to move forward).

The use of non-standard language (Javanese) makes the atmosphere of interaction informal. This is consistent with the opinion of Eliya, and Zulaeha (2017) that in informal interactions speech participants are almost impossible to use only one code purely without switching code and mixing code so that they can choose the speech code used in accordance with the purpose and function of speech.

Affective and Referential Functions

Affective functions are more dominant when directive speech acts prioritize emotional or express the feelings of speakers. More dominant referential functions where when speech acts prioritize the delivery of intent or information.

Affective Functions

Speakers in using directive speech acts are more influenced by the emotional atmosphere felt by the speaker.

(9) Context: Teacher demanding one of learners to demonstrate beta and gamma particles that exist on the board.

Pendidik : *Wis mbok waca to? Mana?*

Peserta didik : (silent).

Teacher's directive speech acts on conversation (9) are more dominant expressions of disappointment (emotional atmosphere) of speakers than simply *asking for* information or *questions*. Emotional expression is called the term affective color (Ormrod, 2009; Rusminto, 2010; Fried, 2011). This shows that the affective function of the educative directive acts is more dominant.

Referential Functions

Referential functions in directive speech acts are used by speakers to convey the intention that the speech mint can understand what to do.

- (10) Context: Teacher will start explaining problem number four, but there are some students who are busy, one of them is Ikbal.
Pendidik : Coba perhatikan soal yang ke empat. Yo..! Bal perhatikan!
Peserta didik : (keep quiet and pay attention).

Speakers ask the speech partner to pay attention to the lesson. Conversation (10) shows that the teacher's directive speech act is dominant in its referential function. The referential function is very useful because classroom discourse is dynamic and cooperative where teachers and students work together and negotiate with each other in achieving certain instructional goals in the classroom (Nunan, 1989 and Behnam, 2009).

Dimensions Interactional Context

Directive speech acts in teaching and learning interactions are used by teacher to convey intentions in various contexts.

Predictable Interactional Context: Adjacency Pairs

Speech partners can respond to directive speech acts with actions that are appropriate to the speaker's intent. The suitability of the response and intentions is strongly influenced by the ability of the speech partners and the method of the speakers to convey their intentions.

- (11) Context: Teacher control whether learners' attention. The answers are available on the projector display.
Pendidik : Untuk yang kita pelajari ini nanti adalah yang satu dan dua.
Berikutnya *e* pengertian dari hitung integral atau integral tidak tentu.
E... hitung integral kebalikan dari...?
Peserta didik : Diferensial turunan.

Students' responses to the teacher's directive speech acts show (predictable) conformity. This form of reciprocal interaction shows that teacher can function both transactional and interactional languages. The function of language used to express factual or proportional information content is called the transactional language function; while the

function of language in the disclosure of social relationships and personal attitudes is called the interactional language function (Brown, 1987 and Untoro, 2010).

Unpredictable Interactional Context: Foiled Expectations

Teaching and learning interaction activities are faced with constraints. Silent responses of students result in the teacher not being able to predict what is in the minds of students

- (12) Context: Teacher explain back to students about the importance of social interaction that has actually been given in grade X and there are still many students who do not understand
Pendidik : Kenapa kegiatan interaksi sosial menjadi kegiatan yang paling penting? Karena....
Peserta didik : (Silent).

Speakers *invite* speech partners to recall grade X material by giving questions about the importance of social interaction. This is consistent with Mulyani (2010) which states that students will learn well if what they learn relates to what they already know.

Speech partners responds quietly when they get questions from speakers. This silent condition of the speech partner is what causes the interactional context to be unpredictable. The silence of the speech partner is unknown (unpredictable) by the speaker (teacher), whether the speech partner (students) cannot answer, is thinking, or is not pleased with the invitation. This is consistent with the findings in the research that one of the inhibiting factors of communication is that speech partners do not have knowledge (Masfufah, 2010).

Creating New Interactional Context: Interactional Contingency

Teacher's directive speech acts in teaching-learning interactions sometimes get unexpected responses. The unexpected response is not relevant to the context of the ongoing interaction.

(13) Context: Teacher wants students to printing textrecount .

Pendidik : Silakan Anda print out!
Peserta didik : *Translate*, Mom?

Speakers (teacher) want the speech partner to collect tasks textsrecount obtained from the internet to be printed. The verbal response of the speech partner turned out to be irrelevant to the intent of the directive speech act of the speaker (teacher). This results in changes in the context of interaction or the emergence of new interaction contexts. The context of new interactions is created due to the response to teacher's speech acts, the response shows what he said is irrelevant (Gallas, 1995; Ford, 1993; Rymes, 2016).

Individual Agency Dimension

Realization teacher's directive speech act in managing teaching-learning interactions as a reflection of the teacher's ability in mastering the material , delivery of material and ability to interaction.

Mastery of Material (Subject Matter)

Teaching can manage teaching-learning interactions well if teacher master learning material (subject matter). Mastery of teacher's can be seen through the teacher's directive speech act in managing teaching-learning interactions.

(14) Context: Teacher explains the lesson, then ask students to work on thequestions

Pendidik : Nah coba sekarang coba per masing-masing untuk nilai !
Coba per masing-masing dulu...!

The teacher's directive speech actions on conversation (14) indicate that speakers (teacher) explain to the speech partners (students) about the steps that must be taken in working on the questions. The ability to explain the steps in working on the problem indicates that speakers (teacher) master the concept of the material that has been delivered. This is in accordance with Johnson (1980) which states that mastery of matter consists of mastering material that must be taught and basic scientific concepts of the material to be taught.

Delivery of Material (Subject Matter)

Teaching-learning interaction runs effectively when there is a positive reciprocal relationship in accordance with the learning objectives. The teacher's directive speech act can also be used as an indication of the ability to deliver educational material.

(15) Context: on the screen Teacher ask about a symbol that is not on the projector screen, but has been conveyed in the previous material.

Pendidik : ...Untuk menyatakan kembali gunakan integral dengan lambang ... Kalau keduanya lambangnya apa?
Peserta didik : (Describing a form with both of their hands)

Speakers explain the steps in working on the problem. The ability to explain the steps to do the questions clearly, sequence (continuous) and use interactive methods is a form of the ability of speakers (teacher) in delivering material. The ability to convey material is needed because teacher have the responsibility to transfer knowledge, knowledge, and moral messages to students through teaching and learning activities. The success of the learning system is also determined by the ability of teacher to act as communicators. Teacher also need to take advantage of rhetoric in communicating with students (Sanjaya, 2008).

Interaction Ability

The teacher must have the ability to use language in managing teaching-learning-interaction. The ability to interact can be reflected in the use of directive speech acts in teaching-learning interactions.

(16) Context: After giving assignment instructions, teacher also give students the opportunity to ask questions.

Pendidik : Nanti jika ada yang belum jelas, silakan bertanya!
Peserta didik : *Nggih*, Bu.

Speakers provide the opportunity for the speech partner to ask questions about the

assignments that have been given. The teacher's directive speech act in conversation (16) shows the ability of the teacher to interact. Teacher provide the opportunity for students to ask questions so that instructions can be understood thoroughly by students. This is in accordance with the opinion of Ruhimat (2012) which states that to create a democratic learning atmosphere teachers must guide students to ask questions.

CONCLUSION

Based on the analysis, it can be concluded that the social context of teacher's directive speech acts is the existence of social distance, teacher's high social status, the existence of formalities in communication situations, and the dominance of affective and referential functions in the realization of teacher's directives speech acts. The teacher's directive speech acts bring predictable interactivity, unpredictability, and create new contexts. The realization of the teacher's directive's speech acts reflects the ability of mastering the subject matter, conveying the subject matter, and the ability to interact.

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